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ABSTRACT

GRADES OR AGES/ K-12 and K-8. SUBJECT MATTER: Art and music. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into two sections, one each for art and music. The art section is further subdivided into three parts, one each for elementary grades, middle grades, and high school. The first and third parts of the art section and the entire music section are laid out in four columns across two pages. Column headings are concepts, teaching methods and learning activities, resources, and expected outcomes. The guide is mimeographed and loose-leaf bound with a soft cover. OBJECTIVES AND ACTIVITIES: A philosophy and general objectives are outlined in an introductory section. Suggested activities are correlated with specific concepts and objectives. The section on art for the middle grades contains a very short outline of a program called "Unified Arts" which is divided into three phases: orientation, pre-independence, and independence. The program guides students gradually into performing independent art work on a contractual basis. INSTRUCTIONAL MATERIALS: Materials needed for an activity are either listed with or implied in the activity description. In addition the music section contains a brief list of resources--textbooks, records, and equipment. STUDENT ASSESSMENT: No mention. (RT)

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# K - 12 UNIFIED AND FINE ARTS

## Curriculum Guide

## 1968-1969

The Reading Community Schools

Reading, Ohio 45215

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## FORWARD

The publication ofthis Curriculum Guide represents the culmination of a year of study. The final editorial work was carried out by six teams of teachers during the summer of 1968. These materials were prepared under the supervision of Mr. Ronald A. Hilvers, Director of Instruction.

Teachers are encouraged to refer constantly to this guide during planning sessions throughout the year. It should be understood that any resource material cannot be the final answer to instructional questions, but rather a tool to direct the thinking process of the teacher. Periodically this guide will be updated. In order to facilitate this process teachers should write in suggested changes, additions, or deletions in the spaces left for this purpose. Particular attention should be paid to sections of the guide which outline expected outcomes. By paying attention to these objectives, the teacher should be better able to design and evaluate an effective program for the children.

The Reading Community Schools

Reading, Ohio

September, 1968

READING COMMUNITY SCHOOLS

CURRICULUM GUIDE

# ART EDUCATION

## K-12

PHILOSOPHY

ART EDUCATION

Art is a process of creation. An object of artistic value can be created not only by those few individuals who are gifted with a "spark" of imagination and talent, but by those who can receive pleasure from the creative process, and thus transmit this feeling to others through his art.

Art in the schools is experienced from kindergarten through the twelfth year. In all of these levels of learning there are some rules of art which must be learned for future success. This requires observation, memory, and imagination, three things that lead to pictures, sculptures and other art forms that will have a measure of poetic feeling.

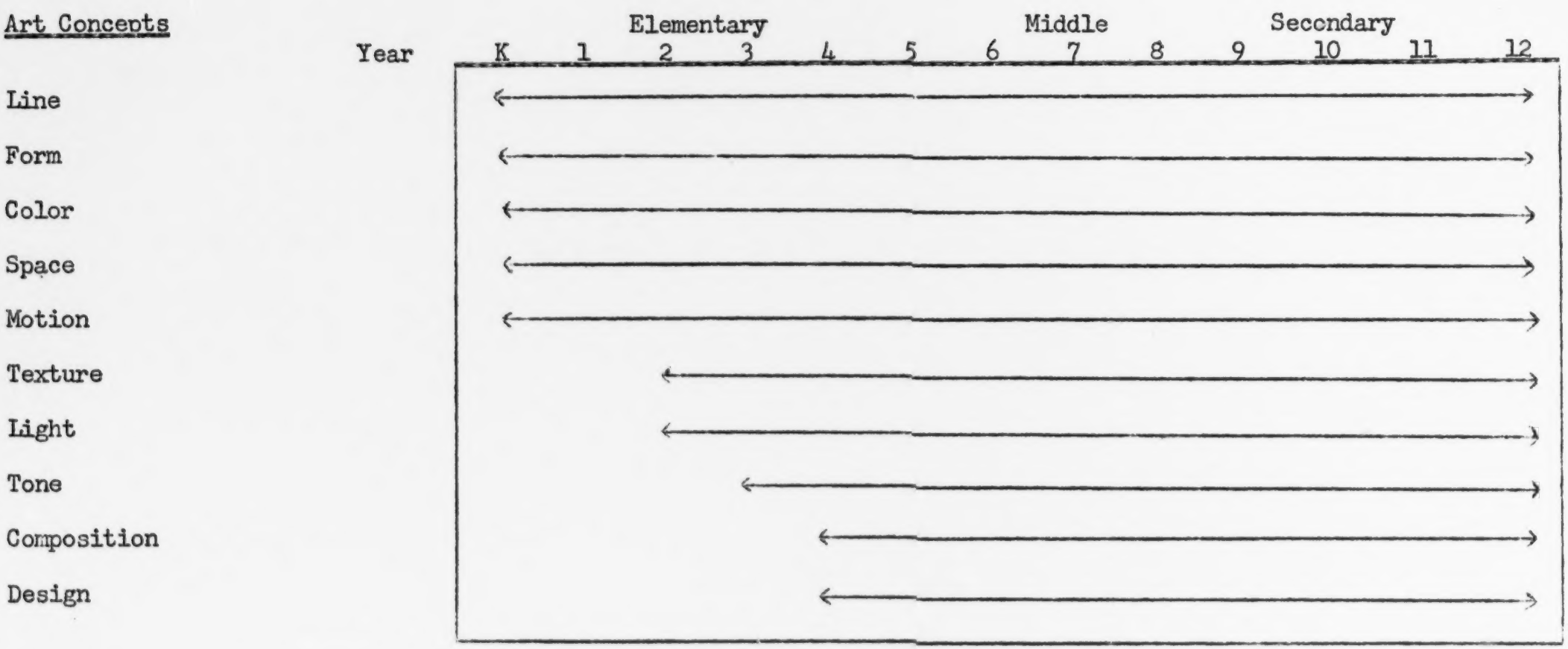
There are three aspects of art which are important for total undedstanding. They are studio practices, studies in art history, and studies in art criticism.

In the studio the art experience is a highly personal and unique confrontation involving the student and the art object. While standards of art performance are desirable, they are relative to the individual student's capacity to perform.

Studies in art history should relate to the students' individualized studio practices to a broader conception of the varied ways artists work, the varied style and characteristics of their products, the varied roles they

play in society, and the ways all of these are affected by changes in social and cultural conditions such as politics, religion, technology, psychology, and geography. Studies in art criticism should help students to intelligently discuss their own art work and the work produced by professional artists through a study of the ways art critics use language to describe qualities in works of art, to interpret their meanings, and to assess their significance,

All three of these content areas should become interrelated and unified. The development of artistic growth is not limited to the making of art but to an awareness of the qualities of great works of art, to an understanding of the criteria that can be employed to appraise these works, and to respect and appreciate the culture from which the work had emerged.


Art Concepts
Year
Elementary
Middle
Secondary
K 1 2 3 4 5 6 7 8 9 10 11 12
Line
Form
Color
Space
Motion
Texture
Light
Tone
Composition
Design

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# ART EDUCATION

## ELEMENTARY

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| Art-Kindergarten and First Year | |
| I. Line | A) Demonstration or short explanation of learning activities<br>B) Pencil drawing-Use large pencils and various sizes of paper of various colors and shades. Subjects which are best for learning about line are those which the children can see in the classroom, home, or out doors. Anything that is familiar to them is good.<br>Crayon drawing-This is an excellent media because of the freedom and ease of making a flowing line. Crayons used on large paper give the child a feeling of freedom and they become more uninhibited in their drawing.<br>Finger painting-This gives the child a means of playful and fun expression in creating. If the line is not pleasing, it can be smoothed over with the hand and started over again.<br>Mural making-Chalk, crayons and paint are good for the making of murals. They can range in size from small to very large with large groups of students working on them.<br>Painting-Tempera paint used with large brushes is best for this age group. An easel or table and sometimes the floor are good places to paint. A smock helps the children stay clean.<br>Chalk drawing-Chalk may be used on colored construction paper for variety. The chalk may also be dipped in water to make the colors more vibrant. Smocks are useful as chalk dust is hard to remove from clothes. |

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Expected Outcome
Evaluation B) Testing Program

A) Meaning in Crafts
Mattil
School Arts Magazines
Art for the Schools of America
Gregg
What Shall We Do in Art
Hart
Your Art Idea Book
Kohls

A) Children begin to associate geometric lines and shapes to those objects around them such as people, animals, trees, etc, This is shown in their art work by their making figures with geometric lines.

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| II. Form | A) Demonstration or short explanation of learning activities<br>B) Paper tearing-Construction is torn in different shapes then glued on a background to form a picture This may also be dcne by cutting the paper with scissors then gluing the shapes on.<br>Plasticene clay-This reusable clay is good for molding. Animals are good for learning 3-D form<br>Sponge of Gadget Painting-Small pieces of sponge or different gadgets can be dipped in tempera paint then printed onpaper. Spools, sticks, forks, and other small items can be used.<br>Blot Paint Technique-Fold a piece of paper in half then unfold it. Place brushes full of wet paint along the crease. Then fold again and press and rub from the fold outward in different directions. Unfold the paper to see the new forms. |
| III. Color | A) Demonstration or short explanation of learning activities.<br>B) Crayons-The vivid colors of crayons good for drawing and filling in the shape with color. Familiar objects should be used.<br>Painting-Tempera paint or water-colors are good to use. Crayon resist may be done by painting over a crayon drawing.<br>Chalk-Use the chalk plain or dip it in water. The background paper can be white of colored.<br>Colored construction paper can be cut or torn to from shapes that are glued on paper to make a picture.<br>Weaving-Use paper strips, string, yarn and other easily managed materials. |

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Expected Outcome
Evaluation B) Testing Program

A) Art For the Schools of America
Gregg
What Shall We Do in Art
Hart
Your Art Idea Book
Kohl
Gifts Children Can Make
Karb
Childcraft vol. 9

A) Children begin to know that form and shape compose such things as animals, toys, houses, etc. or just pleasing forms. They illustrate this by making these objects solid looking in their papers.

A) Art
Barry
School Arts Magazines
Childcraft vol. 9
Art For the Schools of America
Gregg
What Shall We Do in Art
Hart
Your Art Idea Book
Kohl

A) Children associate color with form and learn to name the primary and secondary colors.

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| IV. Space | A) Demonstration, illustration, explanation and discussion<br>B) Pencil drawing<br>Crayon, chalk, paint, and torn paper give feeling of form and space.<br>Simple sculpture using small pieces of cardboard glued together<br>Building blocks |
| V. Motion | A) Demonstration, explanation, illustration and discussion<br>B) Figure drawing using paint, pencil, crayon, etc. to show a person dancing, walking, jumping, etc. |

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Meaning In Crafts
Mattil
School Arts Magazines

A) Expected Outcome
Evaluation B) Testing Program

A) Children will show the gradual emergence of a base line and also a line across the top of the page for the sky.

A) Children express action by showing people and animals doing different things.

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| Art-Grades Two and Three | |
| I. Line | A) Explanation, discussion , illustration and demonstration<br>B) Line drawings using a variety of media; pencil, crayon, paint, chalk and charcoal. Contour line can be used also. This is drawing the complete picture without lifting the drawing implement from the surface of the paper.<br>Cut paper strips glued onto back-ground gives student thickness in line.<br>Murals-Large group murals can be done with different media. Theline is the basic elememt in composing picture.<br>String and yarn glued on paper to form a picture.<br>Scraffito-Etching on crayon surface of different colors covered with black crayon. Scratching is done with sharp instrument such as scissors point.<br>String painting-String is dipped into jar of tempera paint. Then it is pulled out andexcess paint scraped off. The string is then put on a paper. Thepaper is folded in half and the string is slowly pulled out.<br>String printing-String is wrapped and tied around a rubber brayer. It is inked on metal or glass ink plate with printer's ink, then rolled onto paper. This creates a line design. |

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Expected Outcome
Evaluation B) Testing Program

A) Meaning in Crafts
School Arts Magazines
How to Make Things
Out of Paper
Perling
Art For The Schools of America
Gregg
What Shall We Do in Art
Hart
Your Art Idea Book
Kohls

A) Children will show more realism and more detail in their drawings (Buttons on shirts, lace on dresses, etc.)

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| II. Form | A) Illustration and Demonstration<br>B) Form is apparent in art done with crayon, paint, chalk, charcoal and pencil. Still familiar objects are best suited.<br>Papier Mache-This is an excellent but messy medium to learn form because the child must form and shape his work. Puppets and masks are good to make.<br>Paper Weaving with strips of colored paper is a limited type of form<br>Mosaic-With small pieces of colored paper which can be made from left-overs from other lessons or seeds and cereals can be used. Small pieces of material are glued on paper to form picture or design. |
| III. Color | A) Illustration, Demonstration, explanation, discussion<br>B) Experimentation with and use of oil, crayon, paint, chalk and colored paper will show the child the many uses and variety of color.<br>Collage-Using an assortment of media and odds and ends to be glued on cardboard for theme or idea.<br>Paperweaving or use of the string material, strips, straw, etc.<br>Straw Painting-Wet paint(about one teaspoon) is placed onpaper Different colors in different places. Child spreads the paint by blowing through a straw.<br>Masks can be made and painted with tempera when shellacked |
| IV. Space | A) Illustration, Demonstration, explanation, Discussion<br>B) Weaving with paper and other supplies<br>Space in pictures or designs using oil. crayon, paint, chalk, pencil, charcoal and cut paper. |

| Resources | Evaluation |
|---|---|
| A) Printed<br>B) Audio Visual<br>C) People<br>D) Places | A) Expected Outcome<br>B) Testing Program |
| A) <u>Weaving Without a Loom</u><br>Rainey<br><u>How to Make Things Out of Paper</u><br>Perling<br><u>Gifts Children can Make</u><br>Karb<br><u>Art For The Schools of America</u><br>Gregg | A) Children will draw more realistically with design inside basic forms. |
| A) <u>Art For the Schools of America</u><br>Gregg<br><u>Your Art Idea Book</u><br>Kohl | A) Children will understand how to mix colors (green, orange and purple: the secondary colors) from the primary colors and illustrate their knowledge by making the secondary colors in their art work. |
| A) <u>Weaving Without a Loom</u><br>Rainey<br><u>Meaning in Crafts</u><br><u>School Arts</u><br><u>Art For the Schools of America</u><br>Gregg<br><u>Your Art Idea Book</u><br>Kohl | A) Childrens' definite space concept base line emerges, fold-over occurs-objects of vertical nature are drawn Horizontally, or nearly so. They see a mixture of top and front views. X-ray pictures develop showing the inside and outside views of an object in the same picture as though it could be seen through. |

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| V. Motion' | A) Illustration, Demonstration explanation, discussion<br>B) Figure and animal drawing with pencil, crayon, paint, chalk, charcoal and any other media that are suitable for age of group. |
| VI.Texture | A) Demonstration, illustration, discussion, explanation<br>B) Paper sculpture-curling paper around a pencil and glue on background for design or picture. Scoring, cutting or folding to produce texture<br>Clay-Plasticene clay modeling and texture with sticks, pencil, combs, etc.<br>Weaving<br>Salt ceramic made with salt, cornstarch, and water cooked over medium heat. |
| VII. Light | A) Demonstration, illustration discussion, explanation<br>B) Lights and darks with different media, paint, chalk, etc. |
| VIII. Tone<br>(Year 3 only) | A) Demonstration, illustration, discussion, explanation<br>B) Add whites and black and other colors to basic colors of media for picture or design<br>Mix printer's ink and print from' string cardboard, potatoes, etc. |

| | | |
|---|---|---|
| | A) Printed<br>B) Audio Visual<br>C) People<br>D) Places | A) Expected Outcome<br>B) Testing Program |
| Resources | | Evaluation |
| A) <u>Your Art Idea Book</u><br>Kohl | | A) Children show action in figures, animals, etc. Children should be reminded of how a bent knee looks, how a horse gallops, children can dramatize action to show how action takes place. |
| A) <u>What Shall We Do in Art</u><br>Hart<br><u>Your Art Idea Book</u><br>Kohl | | A) Child differentiates smooth from rough through media and distinguishes other textures in surroundings. |
| | | A) Child discovers light-dark in ccmmon objects and scenes and demonstrates this in finished products. |
| | | A) Child discovers light-dark in common objects and scenes and demonstrates this in finished products. |

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| Art-Grades Four and Five<br>I. Line | A) Demonstration, illustration, explantion, discussion<br>B) Straw mosaic on colored construction paper. Straws are cut to different sizes and glued on vertiaally and horizontally<br>Make kites on balsa and wrapping paper with own decoration or picture<br>Painting<br>String Paint-Dip string in tempera paint put inside folded paper and slowly pullout<br>Glue Prints-Draw desibe on card-board go over lines with Elmer's glue, let dry and peint eith brayer and ink<br>Crayon or ink scraffito<br>Pen and ink drawing<br>Charcoal and chalk drawing<br>Stained window-Black paper frame and colored tissue or celophane glued to frame. |
| II. Form | A) Demonstration, illustration, explanation, discussion<br>B) Cardboard-ink print<br>Mosiac with paper, seeds, cereal,<br>Figure drawing<br>Puppets<br>Earth clay- coil or pinch pots<br>Plasticene clay and salt ceramic<br>Sandcasting-Use show box fill with damp sand and mold design in it. Pour wet plaster inside. Let dry. Pull down sides and remove plaster plaque<br>Chalk stencil. |

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Expected Outcome
Evaluation B) Testing Program

A) Child shows more emphasis on detail and realism
Extends imagination of object and expression.

A) How to Make Things Out of Paper
Perling
Papercraft
Leeming
Paper Folding for Beginners
Murray & Rigney
Your Art Idea Book
Kohl
Art For the Schools of America
Gregg
What Shall We Do in Art
Hart
Creating With Paper
Johnson

A) Children draw more stylized shapes and show more creativity in imagination.

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| III. Color | A) Demonstration, illustration, discussion, explanation<br>B) Masks-Construction paper or a papier mache and tempera paint-shellac<br>Cardboard ink prints<br>Scraffito-Crayon and ink pen and color ink<br>Collage<br>Painting-All kinds<br>Mobiles-With colored paper shapes hung from wire coat hangers<br>Crayon pictures and designs ironed<br>Tissue paper collage using Elmer's glue and tissue paper<br>Nature stains-Leaves, flower petals etc. rubbed on paper. Pen and ink can be used to emphazize shape |
| IV. Space | A) Demonstration, explanation, illustration, discussion<br>B) Mobiles built from wire hangers cardboard, paper, etc.<br>Weaving with different materials<br>Zonolite-Plaster carving done with a spoon<br>Straw, toothpick or clay sculpture<br>Paper cylinger cut-outs<br>Paper sculpture |
| V. Motion | A) Demonstration, illustration, explanation, discussion<br>B) Figure drawing with pencil, paint, crayons, etc.<br>Clay forms in motion<br>Stichery showing people or animals in motion |
| VI. Texture | A) Demonstration, illustration, explanation, discussion<br>B) Weaving<br>Sandcasting<br>Clay work<br>Encaustic-melted crayon applied to material or fabric. |

| | | |
|---|---|---|
| | A) Printed<br>B) Audio Visual<br>Resources C) People<br>D) Places | A) Expected Outcome<br>Evaluation B) Testing Program |
| A) <u>The Practice of Tempera Painting</u><br>Thompson<br><u>Fun With Fabrics</u><br>Lemming<br><u>Starting With Water Color</u><br>Hilder<br><u>Brush and Palette</u><br>Sorgman<br><u>Guide to Painting</u><br>Gasser<br><u>Water Color Painting Step-by-Step</u><br>Guptill | A) Children mix and use a wider variety of color. They also use limited colors for some lessons. |
| A) <u>Sculpture</u><br><u>Your Art Idea Book</u><br>Kohl<br><u>Art for the Schools of America</u><br>Gregg<br><u>What Shall We Do in Art</u><br>Hart | A) Children show an understanding of space by using space in the art projects. Space becomes a part of the design. |
| A) <u>The Goodhousekeeping Needlecraft Encyclopedia</u><br><u>Your Art Idea Book</u><br>Kohl<br><u>Art For the Schools of America</u><br>Gregg<br><u>What Shall We Do in Art</u><br>Hart | A) Children draw figures showing action |
| A) <u>Needlecraft Encyclopedia</u><br><u>Art For the Schools of America</u><br>Gregg | A) Children differentiate smooth from rough and distinguish other textures in their surroundings. |

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| VII. Light | A) Demonstration, illustration, explanation, discussion<br>B) Dioramas<br>Paper sculpture<br>Stained "Paper" windows |
| VIII. Tone | A) Demonstration. illustration, explanation, discussion<br>B) Ink printing<br>Painting<br>Spatter painting<br>Chalk & pastel work |
| IX. Composition | A) Demonstration, illustration explanation, discussion<br>B) Geometric design with any simple media showing balance of shape, color etc,<br>Line composition with pen and ink using repeating method |
| X. Design | A) Demonstration, lllustration, explanation, discussion<br>B) Cut paper-Bisymmetrical<br>Cut folded paper into design for eight sided<br>Encaustic on cardboard using no subject |

| | | |
|---|---|---|
| | A) Printed<br>B) Audio Visual<br>C) People<br>D) Places | A) Expected Outcome<br>B) Testing Program |
| | | A) Children use light and shade to emphasize form in their art work |
| | | A) Children use tone, color mixtures with white and black to produce subtle colors in their art work. |
| A) Discovering Design<br>Downer<br>Fun With Fabrics<br>Leeming | | A) The students become familiar with aspects of composition and show this by making balanced, rhythmic pictures. |
| A) Meaning in Crafts<br>Discovering Design<br>Downer<br>Creating With Paper<br>Johnson<br>The Goodhousekeeping Needlecraft Encyclopedia | | A) Students begin to use different techniques of design and be exposed to design principles which will help them make better designs. |

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CURRICULUM GUIDE

UNIFIED ARTS

MIDDLE

MIDDLE SCHOOL

UNIFIED ARTS CURRICULUM

The Orientation Phase

Unfied Arts in the first 36 weeks, the Orientation Phase, consists of three programs: the introductory program, a rotational overview program, and an enrichment program. The latter program will be woven throughout the entire orientation phase and will give emphasis to art as a form of communication. This is a tenative outline, and will be modified by the team of teachers on an on-going basis.

I. INTRODUCTORY PROGRAM

A. Introductory Unit

The staff will:

1. Acquaint students with the facilities and faculty.
2. Acquaint students with administrative procedures.
3. Administer pretests for diagnostic purposes.

B. Design Unit

The students will:

1. Draw for observation.
2. Create design composition.
3. Solve a design composition problem using at least three "painting-drawing" media, e.g. water colors, charcoal, pastels or crayons.

C. Material Unit

The students will:

1. Discover material characteristics and methods of manipulation of sheet paper and cardboard through "messing around" (experimenting) with paper.
2. Solve same design problem creating a three dimensional composition from the two dimensional design using sheet material. The sheet material will be paper, cardboard, or a paper product. Students will plan this design problem systematically and record each step as they progress.

Rotational Overview Program

D. Techniques Unit

The students will:

1. Discover new sheet materials and techniques of manipulation by rotating through the areas of Unified Arts.
2. Apply recently gained knowledge of sheet materials and techniques and design in paper to new sheet materials.

Enrichment Program

E. Man as a Communicator Unit

The students will:

1. Discover art as a form of communication through enrichment activities such as educational TV, field trips, guest lectures exhibits, and correlated and research projects.

UNIFIED ARTS CURRICULUM, CON'T.

II. PRE-INDEPENDENCE PHASE

Unified Arts in the second 36 weeks, the Pre-Independence Phase, consists of three programs

A. The first, a problem solving program comprised of three units:
   1. An Introductory Unit
   2. A Drawing for Communication Unit(Mechanical and Freehand)
   3. Solving Individual problems in the visual or plastic arts unit.

   This program constitutes about three quarters of the school year.

B. This second program is a teacher guided, student selected, Unified Arts activities for the remainder of the year. Here the emphasis is placed on group problem solving such as the production of a newspaper, a movie, a puppet show, or a mass produced article.

C. The on-going program in the pre-independence phase will deal with Man as a Producer of Art Forms for everyday use.

III. INDEPENDENCE PHASE

Unified Arts in the last 36 weeks, the Independence Phase, consists of three programs, namely:

A. Independent study on a contractural basis
B. Reinforcements of problem solving
C. Enrichment Program-The role of both the teacher and student will take on new dimensions in this phase.
   1. Teacher: The teachers' role will be that of guide and consultant.
   2. Student: The students' role will increasingly become that of independent researcher and learner.

The team is not so naive to think that all students will reach this pinnacle of the learning process by the last 36 weeks and neither do we believe that each will reach it at the same time. Therefore, the independent phase will be dedicated to both accomplishing and developing independent learning.

Those students at the outset of thephase who through records and teacher recommendations have demonstrated their ability to work independently will select a project or activity of their own choice. After proceding the teacher-consultant with a plan of action stating what he hopes to learn and accomplish and how he will proceed, the student will draw a contract for the completion of the project or activity with the teacher. During the student's planning stages with the teacher-consultant, there will be communication between the other team members as to the evaluation and the advisability of the study, project, or activity from the technical standpoint and also to determine in advance the amount of consultation, cooperation and assistance that will be required from each area.

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III. INDEPENDENCE PHASE,con't.

Students less able to make decisions by themselves will continue on in the pre-independence phase. Here the teacher will not only review individual or group problem solving with the youngsters, but will try to guide them into the best possible activity which will facilitate his articulation into the high school.

A third program will run throughout this phase giving emphasis to Man as a Consumer of Art.

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CURRICULUM GUIDE

ART EDUCATION

HIGH SCHOOL

## EDUCATIONAL OBJECTIVES

The objectives of the High School Art program are:

1. to strengthen the student's ability to think creatively

2. to strengthen manual abilities, thoughts and feelings through artistic creation

3. to express vigorous ideas and feelings graphically

4. to find pleasure in self-expression

5. to place value on originality

6. to develop a sense of the student's unique personality and worth through independent accomplishment

7. to learn a respect for other people's ideas while deeping a healthy respect for his own

8. to gain self-confidence and strengthen personality

9. to develop an awareness and sensitivity to the beauty which abounds around us

10. to become aware of man's eternal search for beauty through the great art of the past and present

11. to develop a self-orientation to the world of art

Course of Study

Highschool Art

Elective for grades 9-12
Time: Five 55 min. periods per week
Credit: 1 credit per year

Any student may take high school art for one to four years and receive one credit each year. However, one credit, only, may be used toward the sixteen credits required for graduation. At the present time there is no break-down of student grouping into Art I, II, III, and IV with a formalized sequential program of advanced study. This is due to the use of the art teacher in three buildings with three periods per day, only, devoted to the highschool program. The needs for the advancing development of each student beyond the first year are met through personalized attention in optional or mutally agreed upon problem solving experiences which take into account individual differences, needs and aptitudes. Through such an individualized advanced program there is; development skills, growth in a wide knowledge of the field and increasing self-orientation in relation to the subject area.

A s 2

| Course Content | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| Drawing and Rendering<br>A. Perspective<br>Mechanics of drawing<br>point perspective<br>Rendering<br>pencil<br>charcoal<br>pastel | A. Demonstration<br><br>B. Daily assigned drawing problems in pencil covering application of visual perspective to three-dimensional man-made forms: cube, rectangle, cone, cylinder<br>Selected pencil drawings used to render form in value: pencil, charcoal-value, pastel-color |
| B. Figure Drawing<br>Free-hand sketching<br>head<br>full figure<br>Figure drawing from imagination and recall<br>Portrait<br>Rendering<br>life drawings, 2 or 3 figures in pastel<br>Portrait<br>pencil<br>pastel<br>oil | A. Demonstration<br><br>B. Freehand sketching from live models<br>Illustration - Composition of figure group rendered in pastel<br>Portrait - special emphasis on human head rendered in black and white, and color<br><br>Sketchbook - weekly homework for development of drawing skills. |
| Painting<br>1. opague watercolor<br>2. transparent watercolor<br>3. oil<br>4. collage (tissue)<br>5. Study of contribution of texture to painting<br>visual<br>tactile<br>6. Investigate in depth on contemporary art form. | A. Demonstration<br><br>B. Opaque watercolor -<br>Illustration - general figures, real life situation, express attitude toward social problems.<br><br>Transparent watercolor -<br>Illustration - landscape, still life<br><br>Oil -<br>Portrait or choice of subject<br><br>Collage -<br>Imaginative composition combining colored tissue and other media |
| Three-Dimensional Art<br>A. Sculpture<br>Abstract<br>Representational<br>B. Ceramics<br>Pottery<br>Sculpture<br>C. Jewelry<br>Fabrication<br>Casting<br>Enameling of | Texture Composition<br>Produced by rubbing, impressions, printing, spattering, and build-ups |

| Resources | Expected Outcome |
| --- | --- |
| Film Strips - National Scholastic Art Competition<br><br>Reproductions - Art Master Pieces<br><br>Contemporary Illustration from periodicals<br><br>Original Works of Art<br><br>Tour to exhibitions | Demonstrate ability to render on a two dimensional surface the visual appearance of three dimensional mechanical shapes in depth, form and color |
| "Drawing Head and Figure" Hamm<br><br>Bulletin Board Displays<br>Reproductions of paintings<br>original art work<br><br>Viewing of Exhibitions<br><br>Film Strips - National Scholastic Art Competitions<br><br>References:<br>"Colors, what they can do for you" by Cheskiu<br>"One Hundred Reproductions of World's Great Paintings"<br><br>Movie: "A World of Sculpture"<br><br>Slides: student and professional work<br><br>Display of original sculptures<br><br>Bulletin board display of photographs of work of well-known sculptors | Understand:<br>1. proportion of human head and figure<br>2. perspective as related to human figure<br>3. how to show action and movement<br>4. how to express personality and emotion in human face<br>5. how to render human form in value and color<br><br>Development of drawing and sketching skills<br>1. Development of skills in use of various painting media<br>2. Development of appreciation for great painting of past and present<br>3. Develop an awareness of various contemporary art forms<br>4. Develop ability to express vigorous ideas and feelings graphically<br><br>1. Develop manual skills<br>2. Produce on original art concept in three dimensional form<br>3. develop a sense of awareness and respect for the beauty of pure form<br>4. Investigate the use of a new material to express a mental concept |

Course Content

A) Teaching Methods
B) Learning Activities

D. Glass
enamel on metal
glasswork
laminated, flat, sagged
cast, glass decorated reflectories
and glass mosaics

Design
Elements
line, shape, proportion, rhythm,
repetition, unity

Design Elements Combined
composition, style, stylization,
and abstraction

Applied Design

Graphics
Lettering
Simple alphabet

Commercial Art
Layout, rendering

Print making

Art Appreciation

Contemporary Art Forms
OP Art demonstrate space penetration in: black and white color.

Scrapbook
Collect examples of paintings to show: technique, message, composition, use of color and media and styles through the ages.

A. Demonstration
discussion

B. Execute original sculptural shape in pure form or representional form based upon imagination or observation of natural forms.
Method: model
carve
cast
construct
Material optional: wood
plaster
plastic
metal
paper
clay
Manipulation of a plastic material to create a utilitarian or decorative or representational form.
raku ware
pinch pot
coil building
slab built form
clay modeling

B. Design and construct a piece of jewelry of personal choice in silver

Skills: sowing
soldering
forming
construction
polishing
stone setting
applied color in enamel

Resources

References:
"Sculpture Techniques" Eliscu
"Plastics as an Art Form" Newman
"Creative Hands" Cox
"Art, Search and Self-Discovery" Schinneller
"Stitchery" Krevitaky

References:
Ceramics Monthly Magazine
Making Pottery Without a Wheel- Ball
"Sculpture Techniques" Eliscu
"Ceramic Design" Kinney
"Creative Ceramic" Lester
"The Potters Craft" Binns
"Pottery" Stiles
"Pottery Making" Honore

Slides of student work

Film strips - National Scholastic Art Competition

Exhibition Catalogues

Periodicals:
Craft Horizons
Design Quarterly

References:
"Design of Creation of Jewelry" VonNueman
"Handmade Jewelry" Wilner

Slides of student and professional work

Film strips - National Scholastic Art Competition

Display of actual student and professional work

Expected Outcome

5. intensify respect for originality and human difference
6. develop sympathy for the ideas of others as well as one's own
7. learn to think creatively and work in dependently
8. development of good taste in consumer buying
9. appreciation for fine handcrafted items
10. opportunity to practice application of design principles to produce an art object

| Course Content | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| | Design and execute a piece of enamel on copper or silver<br>bowl<br>plaque<br>jewelry<br><br>Design and execute a piece of glass work heat fused:<br>laminated glass panel, flat<br>laminated sagged bowl<br>cart bas-relief<br>glass decorated refactory, panel or sculpture<br><br>Cold work<br>glass mosaic |
| | A. Demonstration<br>discussion<br>lecture<br>visual aids<br>assigned exercise in basic design problems |
| | B. 1. graphic design problems illustrating elements of design<br>2. composition utilizing stylization or abstraction based upon form from nature.<br>3. composition, abstract non-representational<br>4. design for an object or craft item: batik<br>glass<br>jewelry<br>mosaic<br>enamel<br>printing fabric |
| | A. Demonstration<br>lecture<br>discussion |
| | B. Exercises in use of lettering press and brush to construct a simple Gothic alphabet in upper and lower case letters. -- Approached incidentally as it relates to other problems. A s 7 |

Resources

Reference work:
Craft Horizons
Ceramics Monthly
"Glass Craft" Kinvey
"Enameling" Bates
"Enameling" Untrocht
"Jewelry Making" Von Neuman

References:
"Basic Design" Bates
"Art - an Everyday Experience" - Warner
"Design for You" Beitler, Lockhart
"Art - Search and Self Discovery" - Schinneller
"Discovering Design" Downer

Periodicals:
Craft Horizons
School Art

"Batik" Krevitsky

Lettering Charts

Commercial Art in Periodicals

Clipping File

References
"American Prints" Craver

References:
"Art - Search and Self Discovery - Schinneller
"American Prints" Craver
"One Hundred Reproductions of World's Great Paintings"
Clipping File

Expected Outcome

1. to develop a sensitivity beautiful line, shape and proportion
2. to develop the abilities use the elements of design in the creation of a fine object
3. to learn to be more selective in consumer buying of goods for home and attire.
4. to increase awareness and sensitivity to the beauty which abounds around us.
5. to learn to distinguish between beauty and ugliness

Development of:

1. sensitivity to good proportion and spacing
2. respect for clear and distinct printed material
3. facility for neatness and order
4. ability to apply design principles to advertising
5. knowledge of various art reproduction processes

Development of:

1. aesthetic evaluation
2. awareness of the fine art and artists of the past and present
3. awareness of man's eternal search for beauty
4. respect for originality and creativity

A s 8

Course Content

A) Teaching Methods
B) Learning Activities

Commercial Art problems assigned and studied as needs or requests arrive for such items as:
posters, program covers, greeting cards, placards, display labels

Print Making problems, from time to time cover a variety of printing processes-linoleum prints, serographs, wood block prints, wax prints, intaglio prints, plaster black prints, cardboard build-up prints.

A. Art Appreciation is approached incidentally as it relates to current studio experiences--Examples are photographs and reproductions of fine arts and crafts all displayed and reviewed throughout the year. Further enrichment is achieved by use of slides, films and film strips, shown at the time of approach to each area of study. Displays are arranged of student and professional art work on bulletin boards and in display cases. Encouragment and assignments are given for the use of art books and magazines in both the art room and library.

B. The student is required to keep an art scrapbook in which he collects:
1-art news items
2-reproductions of art masterpieces
3-articles on current art movements
4-examples of fine handcrafted objects
5-drawing and painting styles and techniques
6-examples of good art in architecture and interiors

READING COMMUNITY SCHOOLS

CURRICULUM GUIDE

# GENERAL MUSIC

K-8

PHILOSOPHY

MUSIC EDUCATION

The intent of the music program is bound by the desire to develop a useful understanding of music as a part of creative art and an indispensable facet of the cultural life of today's society.

Within the scope of musical development are the basic skills of creativity, the ability to grasp abstract ideas such as form and color, physical coordination and rhythmic responses, comprehension of tonal ideas and structure,and the ability to reproduce them vocally and instrumentally.

The ultimate objectives are to advance the student to the highest level of proficiency and appreciation to which his background and interests permit: always keeping in mind the total influence of education in every facet of his growth and developmemt toward a more valuable role in his society.

## EDUCATIONAL OBJECTIVES

1. Appreciation for all types of music- including: vocal, instrumental, simple, complex, solo, classical, contemporary, ensemble, chamber, symphonic, and stage.

2. Help each student attain his highest peak of musicianship.

3. Demonstrate the value of individual perfection and contribution to the group - by developing pride in oneself, the performance group, the school and the community.

4. To help the child acquire or develop a feeling of national unity through music and recognize that music is a universal language.

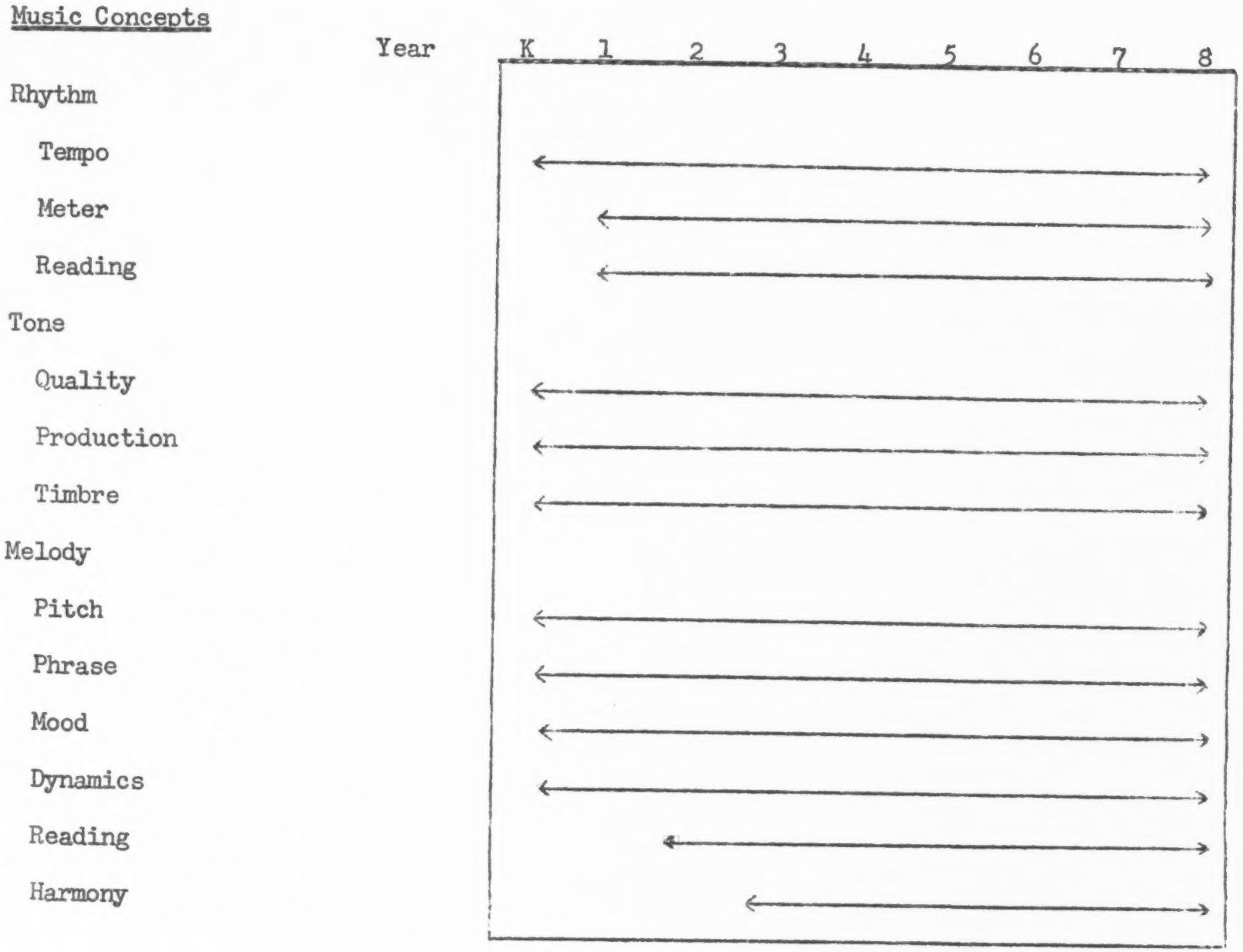
5. To provide opportunities for the child to learn to appraise his own achievement and to evaluate all music that he hears.

6. To develop in children the ability to respond to beautiful sound with pleasure and understanding.

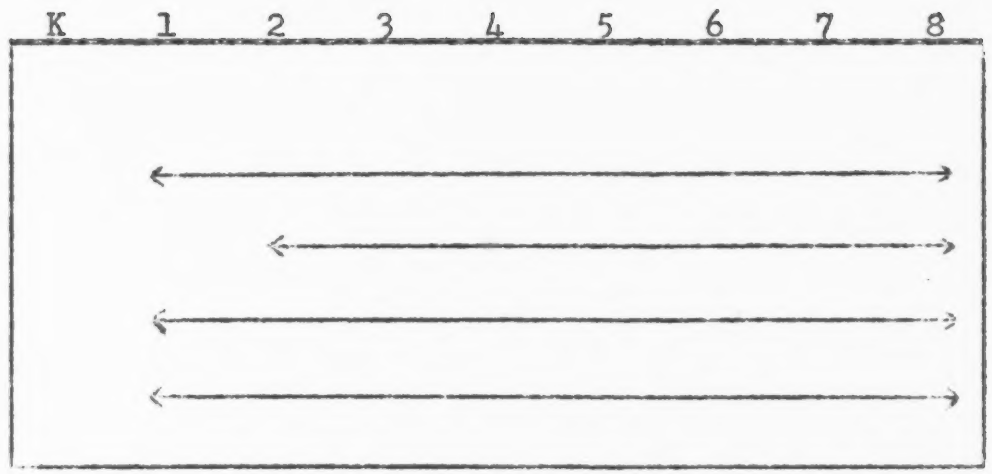
7. To transmit our cultural heritage.

8. To offer through music possibilities for each child to be creative.

9. To provide worthwhile recreational pursuits and those pleasures that come from pure enjoyment.


Music Concepts
Year
K 1 2 3 4 5 6 7 8
Rhythm
Tempo
Meter
Reading
Tone
Quality
Production
Timbre
Melody
Pitch
Phrase
Mood
Dynamics
Reading
Harmony

Music Concepts ( cont. )






M 4

RESOURCES

GENERAL MUSIC PROGRAM K-8

Text: Ginn & Company series - K-8
Suggested: Making Music Your Own, K-8
Silver - Burdett

Listening: Record player
Recorder - tape
Records - RCA Adventures in Music, 1-6
Silver - Burdett, record albums with text, 7-8
RCA record album - Instruments of the Orchestra
Promote subscription to Cincinnati Youth Concerts
Encourage visiting performers
Radio and television

Performing, instrumental:
Grades K-4: Rhythm instruments - wood blocks, triangles, cymbals, jingle sticks
Resonator bells
Piano
Autoharps
Grades 5-8: Rhythm instruments
Autoharps
Guitar
Piano
Bells
Encourage performance in special groups
Choirs and band
Use of recorders in class

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| **Music - Kindergarten** | |
| Rhythm<br>Tempo | A) Listening to songs about familiar things (animals).<br>B) Imitation of movements of animals to music.<br>A) Creative responses.<br>B) Walking, running, hopping, skipping to music.<br>B) Use of simple percussion instruments to tap in time.<br>A) Rhythmic games<br>B) Finger play and hand movements.<br>B) Echo clapping - teacher claps rhythmic pattern, individuals respond. |
| Tone<br>Singing quality | A) Imitation<br>B) Children attempt to imitate voice of teacher or recording.<br>Children imitate everyday sounds to get voices up in heads (bells, sirens, whistles). |
| Instrumental Quality | A) Listening - demonstration<br>B) Teacher demonstrates simple percussion instruments and examples of their use.<br>Use of records that demonstrate simple accompaniments. |

| | | |
|---|---|---|
| Resources | A) Printed<br>B) Audio Visual<br>C) People<br>D) Places | Evaluation A) Expected Outcome<br>B) Testing Program |
| A) <u>I Like the Country</u> and <u>I Like the City</u><br>Silver - Burdett<br><u>The Kindergarten Book</u><br>Ginn & Company<br><u>Kindergarten Book</u><br>Silver - Burdett<br>B) Record player<br>Piano<br>Rhythm instruments | | A) The child develops correct rhythmic response through use of the large muscles.<br>The encouragement of the creative response: the child interprets music correctly through rhythmic movement.<br>The sensation that music moves slow, fast, heavy, light: children show by their imitations that they comprehend slow-fast.<br>Beginning of enjoying and liking music through rhythm: enthusiastic response. |
| B) Piano<br>Record player<br>C) Teacher's voice | | A) Familiarization with proper vocal quality, light head tone.<br>Helping the child find his voice: sincere attempts to imitate the correct sound and pitch. |
| B) Record player<br>Rhythm instruments | | A) Through an introduction to musical instruments and their contribution to making and enjoying music:<br>1) children can associate instruments with the sounds they make;<br>2) the children use proper instruments to accompany their songs. |

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| Melody | A) Tone matching games.<br>B) Teacher sings simple question - children answer with same melody. Imitation of voice and familiar sounds. Opportunity to play melody instruments.<br>A) Singing<br>B) Use of many short repetitious songs about things very familiar to them. |
| Mood<br>Dynamics | A) Listening - creative response<br>B) Discussion as to whether music is sad, happy; loud, soft; spooky, etc. Children react creatively to music in their own way. |
| Phrase | A) Listening to recordings. Singing songs.<br>B) Children use hands, arms, body movements to depict beginning and end of phrase, and the rise and fall of the phrase line. |
| | Music should be used throughout the day - singing, listening, playing-for rest, relaxation, to set various moods. Encourage much rhythmic response, much creative expression. Keep the songs simple, repetitious, and familiar. Instruments such as percussion, bells, and piano should be used frequently. |

| | |
|---|---|
| A) Printed<br>B) Audio Visual<br>Resources C) People<br>D) Places | A) Expected Outcome<br>Evaluation B) Testing Program |
| A) <u>The Kindergarten Book</u><br>Silver - Burdett<br>with records<br>B) Piano<br>Resonator bells<br>C) Teacher's voice | A) A development in the ability to match voices to correct pitch.<br>Singing for pure enjoyment: spontaneous singing as they work, enthusiastic response.<br>Familiarity with many songs. |
| | A) A conception of how music differs in many ways, it can make you feel happy, sad, quiet, etc.<br>B) Children react correctly to moods of music. |
| A) <u>Making Music Your Own</u><br>Silver - Burdett<br>B) Records with text | A) The feel of phrases or ideas in music; when a thought begins and when it ends.<br>B) Children can denote rise and fall of phrase line through bodily response. |
| B) Records<br>Piano<br>Rhythm and melody instruments | |

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| **Music - First Year** | |
| Rhythm<br>Tempo<br>Meter<br>Note value | A) Listening, singing, rhythmic response.<br>B) Music suggests specific rhythmic movements - dances, running, walking, skipping, etc. Children discuss this, then respond in time with music.<br>A) Matching games.<br>B) Instruments or hand claps are used as children match rhythms played by teacher.<br>A) Discussion, visual aids<br>B) Children see actual notes and are instructed in the movement that is associated with notation:<br>quarter notes - step, step;<br>half notes - step, hold;<br>dotted half - step, hold, hold;<br>whole note - step, hold, hold, hold.<br>Rhythms are written on board, children step them out.<br>Creation of original rhythms.<br>Performance of original rhythms on percussion instruments. |
| Rhythm | A) Listening, singing, response.<br>B) Children are encouraged to listen or think quietly about what the music tells them to do. Refrain from suggesting. They portray through their movements their interpretation of the music.<br>Rhythm instruments are used to accompany songs.<br>Let's create a dance. |

| | | | |
|---|---|---|---|
| | A) Printed<br>B) Audio Visual | | .) Expected Outcome |
| Resources | C) People | Evaluation | B) Testing Program |
| | D) Places | | |

| | |
|---|---|
| A) Texts:<br>First Grade Book<br>Ginn & Company<br>Making Music Your Own - 1st Grade<br>Silver - Burdett<br>B) Chalkboard<br>Rhythm instruments | A) The children develop an understanding of the simple facets of rhythm through directed physical movement.<br>B) Children can perform simple dance steps, can act physically as the music suggests.<br>A) Through an introduction and familiarization to actual note values through related physical movement, the children can create original rhythms, and follow the notation to respond accordingly. |
| B) RCA Adventures in Music - Grade 1<br>Rhythm instruments | A) Through the encouragement of creative response to the rhythms of music:<br>1) children are eager and show a wide variety of original movements;<br>2) children can dramatize or create their own dances;<br>3) children can make up their own accompaniments to songs. |

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| Tone<br>Quality<br>Production<br>Pitch | A) Discussion, demonstration.<br>B) Correct posture habit, breathing deeply, relaxed throat, head tone is stressed. Teacher demonstrates these; children learn through imitation.<br>Teacher classifies voices, gives individual aid.<br>Children imitate teacher's voice or recording, familiar sounds to find pitch or head voice. |
| | A) Listening, demonstration.<br>B) Children see the actual instruments the tone quality is discussed; they hear the sound each produces and how this sound is used to help make the music interesting. |
| Melody | A) Singing.<br>B) Singing a wide variety of songs that are not too difficult.<br>Singing songs about familiar places, things.<br>A) Listening, discussion.<br>B) Teacher instructs or discusses music to be played. Tells a story, shows pictures, etc.<br>Children listen quietly.<br>Discussion follows. |

| | |
|---|---|
| Resources | A) Printed<br>B) Audio Visual<br>C) People<br>D) Places |
| Evaluation | A) Expected Outcome<br>B) Testing Program |
| | B) Recordings with Silver - Burdett text<br>C) Teacher's voice |
| | A) The development of a consciousness of a proper singing tone and how it is produced.<br>B) Teacher will notice gradual improvement in voice quality. |
| | B) Records - RCA Instruments of the Orchestra |
| | B) Children can identify the instruments, and are able to use them to accompany their songs. |
| | A) Text<br>B) RCA Adventures in Music - Grade 1 |
| | A) A real enjoyment for singing, with a desire to participate.<br>Enthusiastic response.<br>Spontaneous singing.<br>Development of a wide repertoire of enjoyable songs.<br>Through an increased pleasure in listening attentively to music:<br>1) the children show likes and dislikes;<br>2) the children can respond emotionally to selection played. |

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| Melody<br>Phrase<br>Mood | A) Singing or listening and response.<br>B) Children are asked to listen for musical ideas in simple songs when the idea begins and ends and when a new one starts. They use descriptive arm movements as directed to follow the phrases.<br>A) Singing - response.<br>B) Is the melody high or low? Does it go up or down? Follow the rise and fall wihh your hands.<br>A) Listening.<br>B) Explanation of mood, children listen then discuss how the music made them feel. |
| Form | A) Analyzing of familiar songs.<br>B) Separate the phrases. Compare the phrase melodies. Discuss the comparisons.<br>A) Listening to a wide variety of forms of music. |

| | |
|---|---|
| | A) Printed<br>B) Audio Visual |
| Resources | C) People<br>D) Places |
| | A) Text |
| | B) Records<br>Chalkboard |

| | |
|---|---|
| | A) Expected Outcome |
| Evaluation | B) Testing Program |
| | A) Through a discovery of melody and a knowledge of its parts and character:<br>1) children can identify the phrase line by hand and arm movements;<br>2) children can follow the rise and fall of the melody line by hand and arm movements.<br>To encourage an interpretation of of music by a feeling for mood. |
| | B) They can express correctly how the music made them feel. |
| | A) Through a realization that songs have parts that are alike, almost alike, and different, children can identify musical phrases and can compare them. |

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| Music - Second Year | |
| Note Value | A) Discussion and review.<br>B) Children are introduced to eighth notes as running notes.<br>Step or clap patterns.<br>A) Demonstration of writing notation.<br>B) Children work with teacher to make up percussion scores using the notes they know.<br>Playing the instruments following the music they have written. |
| Meter | A) Demonstration, discussion.<br>B) Clap the loud beats and count the lesser beats between.<br>A) Listening.<br>B) Examples of songs in duple and triple meter.<br>A) Rhythm games, dances.<br>B) Marching, waltzing. |
| Singing Tone | A) Review of good singing habits.<br>Demonstration of good tone quality by teacher or recordings.<br>B) The singing of many familiar songs. |

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Expected Outcome
Evaluation B) Testing Program

A) Text: Ginn & Company - II
Making Music Your Own - Grade II
Silver - Burdett

B) Chalkboard
Rhythm instruments:
wood block
triangles
jingle sticks
finger cymbals

A) Children can clap or move rhythmically to written notation that includes quarter, half and eighth notes.
They can create and write very simple percussion accompaniments.

B) RCA Victor records
Adventures in Music - Grade 2

A) The children can identify rhythmically the primary accents in duple and triple meter.
They can establish the meter of recorded songs.
They can respond correctly by creating proper dance movements to these meters.

C) Teacher's voice

A) A gradual improvement in the singing voice and in general tone quality will be noted.
The children are able to distinguish between good and bad tone quality.
B) Test individual voices.

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| Instrumental Tone | A) Pictures, listening.<br>B) Instrument is discussed as to how it should sound - high, low, loud, soft.<br>Record demonstrating instrument is played.<br>A) Demonstration.<br>B) Proper use of instruments, soft sounds for soft melodies, etc.<br>Children choose instruments to accompany their songs. |
| Melody<br>Pitch | A) Use of piano, bells, voice.<br>B) Children match pitches.<br>A) Singing conversation.<br>Classify voices and seat according for singing; continue individual help.<br>Tone matching games.<br>B) Teacher sings musical question.<br>Children answer using same pitches.<br>A) Review familiar songs. |
| Melody<br>Phrase<br>Mood<br>Dynamics | A) Directed listening and discussion for desired effects as to mood and dynamics.<br>A study of the word content of songs to determone how it should be sung - loud or soft. |

| | |
|---|---|
| Resources A) Printed<br>B) Audio Visual<br>C) People<br>D) Places | Evaluation A) Expected Outcome<br>B) Testing Program |
| B) Records - RCA Instruments of the Orchestra | A) The children can identify more and more instruments by sight and sound.<br>They can use their instruments properly to accompany the songs. |
| B) Melody instruments - piano bells<br>C) Teacher's voice | A) Children gradually improve in their ability to stay in pitch.<br>B) Listen to individuals. |
| A) Text<br>B) Records - RCA | A) Children learn that some music requires soft singing, others need to be sung louder for emphasis.<br>They can react correctly to music that sets a particular mood.<br>They are aware of degrees of loud and soft. |

| | |
|---|---|
| Concepts | A) Teaching Methods<br>B) Learning Activities |
| Notation | A) Teach the scale with both names and numbers.<br>B) Select familiar songs, using scale patterns from the song, substitute syllables or numbers for the words. Children sing the patterns with scale numbers.<br>A) Discussion, demonstration.<br>B) Introduction of staff and how notes get their names. Children place simple scale patterns on staff. |
| Form | A) Listening, singing.<br>B) Instruction as to how the phrase begins and ends and how to describe it with arm movements. |
| | A) Analyzation.<br>B) Students study familiar songs for like and contrasting phrases.<br>A) Listening to new songs and noting phrase contrast. |
| Style | A) Listening.<br>B) Children should be introduced to music that tells a story, paints a picture, describes things, etc. Encourage imaginative response. |

| | | |
|---|---|---|
| | A) Printed<br>B) Audio Visual | A) Expected Outcome |
| Resources | C) People<br>D) Places | Evaluation B) Testing Program |
| A) Text<br>B) Chalkboard | | A) The children are able to recognize and follow the notation and movement of the melody.<br>The children can recognize some scale patterns by sight and sound.<br>The children recognize the staff as a tool for writing music and placing notes correctly. |
| B) Records | | A) Children can identify the phrases as they are heard, by using rhythmic movements. |
| A) Text | | A) Children are able to hear that some phrases are exactly alike and some are different. |
| B) Records | | A) Children react appropriately to selected music.<br>Teacher note: Children should also be encouraged to react in their own way to much music. Use their vivid imaginations. |

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| Music - Third Year | |
| Rhythm | A) Discussion, demonstration.<br>B) Teacher uses familiar songs, works with the rhythm of the words, and shows how to notate this rhythm using note values already learned.<br>Children clap work rhythms.<br>Children clap or play the melodic rhythm before learning to sing a new song.<br>Teacher puts rhythm of familiar song on board; children attempt to identify song by playing the rhythm.<br>A) Listening, rhythmic response.<br>B) Use of bodily movement or instruments to note the primary accents and use of the board to mark heavy beats and those in between. |
| Tone<br>Vocal quality | A) Drills on tone production, posture, etc.<br>Listening.<br>B) Teacher's voice or recordings.<br>A) Continued use of melody instruments to help near singers. |

| Resources | Evaluation |
|---|---|
| A) Printed<br>B) Audio Visual<br>C) People<br>D) Places | A) Expected Outcome<br>B) Testing Program |
| A) Texts: Ginn & Company - Grade III<br><u>Making Music Your Own - Grade III</u><br>Silver - Burdett<br>B) Records - RCA Adventures in Music Grade III<br>Rhythm instruments - wood blocks<br>drum<br>claves | A) Children can translate the word rhythm of a familiar song into actual note value.<br>Songs can be identified from the notation of their melodic rhythm.<br>The children can play a rhythmic pattern from notation.<br>The children can discover the meter of songs by finding the heavy accents and counting the steady beats in between.<br><br>NOTE TO TEACHER:<br>Creative rhythmic response should be encouraged in many ways. Dancing, original poetry, accompaniments, playing instruments, etc. |
| B) Records with Silver - Burdett text<br>C) Teacher's voice | A) The teacher will notice an increasing ability to sing beautifully and a better conception of beautiful tone.<br>The children will enjoy singing, and listening to someone else sing beautifully.<br>They will be able to discriminate between good and bad.<br>B) Teacher hears individuals to test progress. |

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| Tone<br>Instrumental quality | A) Listening.<br>B) What instruments did you hear?<br>A) Discussion, visual aids, listening.<br>B) New instruments are discussed and shown to students and records that feature this instrument are played.<br>A) Discussion on science of musical sound and how it is produced by instruments.<br>B) Demonstration of percussive sounds, string sounds, wind sounds. |
| Melody | A) Singing, discussion.<br>B) Children are told to listen and then point out scale patterns in songs.<br>Using the texts the children follow the melody as it is sung or played by the teacher.<br>A) Singing - work with tonal patterns.<br>B) Teacher chooses tonal patterns and relates them to numbers or syllables of the scale. |
| Mood | A) Listening.<br>B) Choose music for specific effect.<br>Choose music that changes moods.<br>Experiment with music without suggesting any response.<br>Let the children react while the music is playing.<br>Dramatize a selection. |

| | |
|---|---|
| A) Printed<br>B) Audio Visual<br>Resources C) People<br>D) Places | A) Expected Outcome<br>Evaluation B) Testing Program |
| B) Records - RCA Instruments of the Orchestra<br>C) Instrumental teacher | A) The children will be able to listen to recordings and identify the instruments as they are heard.<br>The children will be abe to relate tone qualities to individual families of instruments.<br>B) Play recordings. Ask children to name the instruments as they are playing. |
| A) Text | A) An increasing ability to follow simple melodies by sight, and to identify the components of melody.<br>Can hear a melody or identify portions of melody that move scalewise.<br>Can identify tonal patterns in familiar melodies. |
| B) Records - RCA Adventures in Music, Grade III | A) Through listening children will react correctly to the different moods depicted by the music.<br>Children will be aware of dynamic contrast within a selection.<br>B) Question - answer.<br>A) Children will and should be encouraged to react just as the music makes them feel. |

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| Harmony | A) Listening, discussion.<br>B) Introduce rounds, discuss the use of two voices or parts.<br>A) Singing rounds.<br>B) Learn melody very well then attempt round singing.<br>A) Discussion of harmony accompaniment<br>Use of autoharp, and how to play it<br>Singing and playing.<br>B) Choose familiar songs with simple chordal pattern.<br>Let children have experience with autoharp.<br>Use resonator bells to aid accompaniment playing the chords with the autoharp. |
| Form | A) Analyzation of familiar songs.<br>B) Question - answer.<br>How many phrases? Are they all alike? Which ones are different? Letter them. Can you think of any other song with the same form?<br>A) Listening for form.<br>B) Children mark A for like phrases, B for new ones. |

A) Printed
B) Audio Visual
Resources C) People
D) Places

B) Records
Autoharp
Resonator bells

Evaluation A) Expected Outcome
B) Testing Program

A) Children will be able to recognize two melodies being sung or played at the same time.
Children will be able to sing simple rounds.
Children will enjoy playing accompaniment to their songs.
B) Use small groups to note progress.

B) Chalkboard

A) Children will recognize similar and contrasting musical ideas within a selection.
Children can distinguish repetition of phrases.
Children will be able to diagram simple song form - ABA, AABB, etc.

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| Rhythm<br>Meter | A) Drill on accented beats, steady beats.<br>B) Clapping, counting.<br>A) Listening.<br>B) Rhythmic response.<br>A) Discussion, demonstration.<br>B) Introduction of conducting patterns for 2 and 3 meters. |
| Rhythm<br>Reading | A) Discussion, demonstration.<br>B) Words and title of songs are omitted. Children play or tap the ryhthm to identify the song.<br>A) Creative work, playing.<br>B) Make up accompaniments to songs, practice in notating them, and playing them.<br>A) Drill.<br>B) Place patterns on the board, children clap them. |
| Tone<br>Choral | A) Singing.<br>B) Continued stress on beautiful quality and the way to produce it.<br>Make a recording of their voices. Let them criticize. |
| Tone<br>Instrumental | A) Listening, discussion, visual aids.<br>B) Introduction and acquaintance with more orchestral instruments.<br>Discussion of tone color of individual instruments.<br>Listening for examples of how the various tone colors are used. |

| Resources | Evaluation |
|---|---|
| A) Printed<br>B) Audio Visual<br>C) People<br>D) Places | A) Expected Outcome<br>B) Testing Program |
| A) Text | A) Children can identify the strong beat and the steady beats by listening to a selection.<br>Children can recognize meters of 2, 3, 4, and 6 by listening.<br>Children can conduct selections in 2 and 3. |
| B) Rhythm instruments<br>Chalkboard | A) Children can identify songs by their melodic rhythm.<br>Children can understand note values.<br>Children can write rhythm patterns and play them correctly.<br>Children can read rhythm patterns at sight.<br>B) Hear individuals. |
| B) Tape recorder | A) Children enjoy beautiful singing and are eager to perform well.<br>B) Individual singing.<br>Question - answer. |
| B) Records - RCA Instruments of the Orchestra | A) The children are able to recognize by sight and sound individual and groups of instruments. |

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| Melody | A) Discussion, drill.<br>B) Find patterns in songs. Practice writing them on staff, and singing or playing them.<br>A) Review of tonal patterns.<br>Practice in sight singing.<br>Introduction and instruction of recorders for use in melody playing and reading music.<br>Creative writing.<br>Much singing and listening.<br>Analyzation of melodies of familiar songs. |
| Harmony | A) Singing.<br>B) Rounds, descants, two part songs.<br>A) Use of recorders to help feeling for harmony.<br>Demonstration, discussion.<br>B) Use of autoharp to understand chord formation and to hear chordal patterns.<br>Explanation of chord symbols and practice on playing the chords on the autoharp or with resonator bells. |
| Form | A) Review of ABA form, repetition, contrast.<br>Listening for specific form.<br>Analyzation of familiar songs.<br>Listening.<br>B) Introduction of instrumental suite as a musical form. |
| Mood | A) Listening<br>B) Selected for desired results.<br>For enjoyment and free response. |

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|---|---|---|
| | A) Printed<br>B) Audio Visual | A) Expected Outcome |
| Resources | C) People<br>D) Places | Evaluation B) Testing Program |
| A) Text<br>B) Melody instruments<br>Recorders<br>Music paper | | A) Children can identify scale patterns by sight and sound.<br>They can sing or play these intervals and patterns.<br>They enjoy producing music on a wind instrument.<br>They can create their own melodies and notate them correctly. |
| B) Melody instruments<br>Harmony instruments<br>Autoharp<br>Resonator bells<br>Piano | | A) Children gradually acquire the ability to sing two part songs, rounds, descants.<br>Children can play parts in harmony.<br>B) Hear small groups.<br>A) Students are able to understand chord symbols and hear chord changes.<br>Can follow the symbols and play them as class sings.<br>Will develop a better appreciation of music through an understanding of harmony. |
| B) Recordings | | A) Can analyze by sight and sound simple song forms.<br>Can identify form in music as to sequence, repetition, contrast.<br>B) Question - answer. |
| | | A) Will display appropriate reactions to selected recordings.<br>B) Question - answer.<br>A) Will display imagination when listening if not directed for specific response. |

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|---|---|
| Concepts | A) Teaching Methods<br>B) Learning Activities |
| Style | A) Listening, discussion.<br>B) Comparison by sound of the same composition by different performers.<br>Comparison of same type of composition (march, lullaby) by different composers.<br>Playing of music from different eras to see how styles have changed. |
| History | A) Folk dancing<br>B) Create original, authentic costumes. |

Resources
A) Printed
B) Audio Visual
C) People
D) Places

Evaluation
A) Expected Outcome
B) Testing Program

B) RCA Victor records - Adventures in Music - Grade IV

A) Children recognize style as a means of conveying a musical impression.
Children realize that composers and performers have a definite style to portray musical thought.

A) Rhythm Games and Dances
Hughes
American Book Company

A) Children have a better understanding of particular countries and their people.

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| Music - Fifth Year | |
| Rhythm<br>Meter<br>Note Value<br>Reading | A) Drill, reading, listening.<br>B) Children play rhythm instruments to feel strong beats, steady beats.<br>Knowledge and performance of conducting patterns of various meters.<br>A) Creative writing.<br>B) Practical usage of knowledge to create percussion scores for familiar songs.<br>A) Dancing, creative and taught. |
| Tone<br>Quality<br>Production | A) Singing, listening, instrumental playing.<br>B) Much enphasis is put on singing beautifully, and the production of tone. Posture, breath control, relaxed muscles. |
| Tone<br>Timbre | A) Listening, visual aids, discussion.<br>B) Unit on the science of sound.<br>Demonstration of actual instruments.<br>Acquaintance with families of instruments and the characteristics of instruments within the families. |

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|---|---|
| A) Printed<br>B) Audio Visual<br>Resources C) People<br>D) Places | A) Expected Outcome<br>Evaluation B) Testing Program |
| A) Texts: Ginn & Company - Grade V<br>Making Music Your Own - Grade V<br>Silver - Burdett<br>B) Records - RCA Instruments of the Orchestra<br>RCA Adventures in Music<br>Rhythm instruments | A) Children can identify meter of 2, 3, 4, 6, and 8 and can understand note values of quarters, halves, eighths and sixteenths.<br>B) Written tests.<br>Individual sight reading.<br>A) Children can tap or read the rhythms of most songs in their texts.<br>They can create their own percussion scores. |
| B) Records - RCA | A) Children are aware of beautiful tone quality, they enjoy listening to music for its beauty, and can readily discriminate between good and bad.<br>Children show a desire to join special singing groups. |
| B) Records - RCA Instruments of the Orchestra<br>Filmstrips | A) The children are familiar with the many colors and effects of the orchestra and the instruments that produce these sounds.<br>They can identify by sight and sound individual and families of instruments.<br>B) Question - answer.<br>Written tests on nstruments. |

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| Melody | A) Performance<br>B) Much playing, singing.<br>Two and three part songs.<br>Encourage special groups in school and community.<br>A) Listening.<br>B) Field trips.<br>For enjoyment.<br>For analyzation of melody. |
| Melody<br>Phrase<br>Mood<br>Notation<br>Harmony | A) Review<br>B) Discussion of note value, tonal patterns, pitch names.<br>A) Listening, discussion.<br>B) Introduce major and minor scales, discuss characteristics of each.<br>Play examples of each.<br>A) Discussion, performance.<br>B) Explanation of dynamic markings, tempo markings, and how they help to interpret correctly.<br>A) Singing, playing. |
| Form | A) Listening.<br>B) Identification of repetition and contrast.<br>Changing sections and modes.<br>A) Discussion.<br>B) Introduction to theme and variations.<br>A) Directed listening for form. |
| History<br>Style | A) Listening, discussion.<br>B) Music and styles of great composers and performers.<br>Students prepare own notebook.<br>A) Creative dancing.<br>B) Folk dances from all countries. |

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|---|---|
| A) Printed<br>B) Audio Visual<br>Resources C) People<br>D) Places | A) Expected Outcome<br>Evaluation B) Testing Program |
| C) Chorus<br>D) Symphony series | A) The children will show a love for beautiful music and will express a desire to perform and listen.<br>They will want to join special groups. |
| A) Text<br>B) Piano | A) They can follow the melodic line, and to some degree be able to sing and play melody at sight.<br>They can identify the characteristics and ingredients of melody.<br>They understand music terminology, and to some degree are able to interpret music through these markings.<br>B) Written test on terminology. Performance.<br>A) Children develop a wider repertoire of vocal and instrumental music. |
| B) Records | A) Children develop an interest in the works and lives of great composers and performers.<br>They enjoy listening to and performing different styles of music, they will make requests, and begin to show preferences.<br>They are able to identify more forms of music. |
| B) RCA records - Adventures in Music | A) Children develop a better understanding of other nationalities.<br>Children are eager to perform folk dances and create the proper settings for them. |

| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| Music - Sixth Year | |
| Rhythm | A) Rhythmic response.<br>B) Use of easy to play instruments.<br>Clapping, writing.<br>Creation of rhythmic accompaniments.<br>Dances, games, arm and body movements.<br>A) Discussion, explanation of syncopation.<br>B) Teacher writes example on board, children clap rhythm to feel unusual accent.<br>Children hear examples of syncopation.<br>A) Review of all rhythms learned. |
| Tone | A) Listening.<br>Singing.<br>B) Use of good singing and vocal habits with many songs. |

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| | A) Printed<br>B) Audio Visual |
| Resources | C) People<br>D) Places |

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|---|---|
| | A) Expected Outcome |
| Evaluation | B) Testing Program |

A) Texts: Ginn & Company - Grade VI.
Making Music Your Own - Grade VI
Silver - Burdett
B) Records - RCA Instruments of the Orchestra
Rhythm instruments
Recorders

A) Comprehension of rhythmic patterns and ability to hear and notate them:
1) can write simple rhythmic patterns;
2) can create percussion scores;
3) can play and recognize more complex rhythms especially those of South America.
They enjoy the dances of various countries.
Students show an awareness of the contribution of rhythm to beautiful music.

A) Text
B) Records
C) Teacher's voice

A) Continued development of good tone quality, diction, intonation and artistic interpretation.
Ability to listen discriminately to all musical activities.
A desire to sing and play beautifully and musically.
Children acquire good habits of tone production.

| Concepts | A) Teaching Methods<br>B) Learning Activities |
| --- | --- |
| Melody | A) Discussion, demonstration.<br>B) Teacher uses piano and staff to introduce key signatures as a result of building major scales from different tones.<br>Children hear that accidentals must be added to make the scale sound major.<br>A) Continued use of easily played instruments in all music.<br>Review.<br>B) Create songs of interest to students.<br>A) Singing.<br>B) Unison, descant, two and three part songs.<br>Continued development of repertoire.<br>A) Playing.<br>B) Use of both melody and accompaniment type of instruments.<br>A) Directed listening.<br>Discussion, demonstration.<br>B) Play and identify I, IV, V chords, minor modes. |

Resources
A) Printed
B) Audio Visual
C) People
D) Places

A) Text
B) Piano
Chalkboard
Recorders
Autoharp
Resonator bells

Evaluation
A) Expected Outcome
B) Testing Program

A) Through a desire to listen to, perform and create music, the children:
1) are able to construct and write their own melodies;
2) can sing two-part and simple three-part songs;
3) show a greater interest in wanting to listen to music;
4) are able to analyze melodies;
5) can sight read and sing melodies;
6) enjoy playing chordal accompaniments to songs.

The children increase their knowledge of the rudiments of melody writing.

B) Inspection of individual work.

| | |
|---|---|
| Concepts | A) Teaching Methods<br>B) Learning Activities |
| Form | A) Listening, singing, playing.<br>B) Directed activities demonstrating the different forms of music.<br>A) Creative.<br>B) Writing melodies in simple song forms. |
| History | A) Discussion of song content.<br>Listening.<br>Creating original plays.<br>Study of composers and their lives.<br>B) Teacher discusses period of history, children find music of that time, try to determine how conditions influenced the music.<br>Creation and performance of folk dances or plays that depict customs and history. |

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|---|---|
| A) Printed<br>B) Audio Visual<br>Resources C) People<br>D) Places | A) Expected Outcome<br>Evaluation B) Testing Program |
| B) Records - RCA Adventures in Music - Grade VI | A) Through an ever increasing repertoire of songs, and a wider acquaintance with forms of music, the children develop their ability to recognize specific forms; art songs, theme and variations, scherzo, oratorio, cantata, simple song form. |
| A) Text<br>B) RCA records | A) The children develop a realization that music enhances the study of all periods of history and that history has influenced music and composers.<br>Children can make instruments and costumes to portray life of peoples past and present, and can study these people through songs and recorded music.<br>The children can name heroes, composers, and music of various periods and countries.<br>B) Written test. |

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| Concepts | A) Teaching Methods<br>B) Learning Activities |
|---|---|
| Music-Seventh Year<br>Rhythm | A) Listening, Score analysis<br>B) Children study score of music to be heard<br>A) Creative work<br>B) Use of rhythm instruments<br>Original poetry, lyrics<br>Dances<br>A) Teaching conducting patterns<br>B) Children conduct music as it is played |
| Tone-Instrumental | A) Continue work on introducing instruments, science of sound, listening<br>Demonstration of instruments by class members who study instrumental music. |
| Tone-Choral | A) Continue work on tone production especially with the boys'changing voice<br>Choral speaking<br>Listening to examples of good music, all styles. |
| Melody | A) Score analysis<br>B) Study and performance of counterpoint, descant, part singing<br>A) Recreational listening<br>B) Field trips<br>Visiting groups<br>Radio, TV<br>A) Performance<br>B) Singing unison, part songs, performance in class and emphasis on special groups<br>Use of guitar, autoharp for accompaniment<br>A) Use of recorders for melody playing |

| Resources | Evaluation |
|---|---|
| A) Printed<br>B) Audio Visual<br>C) People<br>D) Places | A) Expected Outcome<br>B) Testing Program |
| A) Text Ginn& Co. VII grade<br>Silver-Burdett<br>Making Music Your Own<br>BK. VII<br>B) RCA Adventures in Music<br>Records with Silver-Burdett text | A) Developmemt of the ability to listen analytically by focusing on rhythm.<br>Through an understanding of rhythm the children can:<br>1. read and create percussion scores and rhythmic patterns<br>2. accompany songs and dances on more complicated rhythm instruments<br>3. recognize national characteristic in rhythm<br>4. create and perform folk dances<br>5. distinguish meter |
| B) Records RCA Instruments of the Orchestra<br>C) Demonstration of actual instruments by the teacher | A) The children are aware of the performance possibilities of each of the families of instruments<br>They can identify all of the instruments by sight and sound |
| A) Text<br>B) Records | A) Boys will understand the changing voice and be able to enjoy part singing<br>Will show a desire to sing in parts and join special groups<br>Will show a definite improvement in tone quality. |
| A) Text<br>B) Records Silver-Burdett<br>Cincinnati Symphony Series<br>C) Band, choir<br>Melody instrument,<br>Accompaniment instruments | A) Through an understanding of the characteristics of melody the students can:<br>1. compose original melodies<br>2. read at sight<br>3. analyze a written score<br>4. listen and respond aesthetically<br>5. gain satisfaction through performance<br>Children will want to join special groups in school and community. |

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|---|---|
| Concepts | A) Teaching Methods<br>B) Learning Activities |
| Style | A) Humanities approach<br>B) Relating art, music, literature, and history to style in music |
| History | A) Study of composer's life<br>Listening, explanation<br>B) Concentration on individual styles and eras |
| Form | A) Listening, discussion analysis<br>B) Review<br>Introduction of new and larger forms<br>A) Emphasize listening to broaden repertoire. |

Resources

A) Printed
B) Audio Visual
C) People
D) Places

B) Records
C) Team teaching

B) RCA Adventures in Music

Evaluation

A) Expected Outcome
B) Testing Program

A) Children will recognize styles of individual composers and performers
The children will sense the related styles in music, art, literature, in relation to the historical period during which they were created.

A) Students gain the understanding that form in music is determined by the organization of similar and contrasting ideas
Can identify simple and more complex forms
Can identify new and contrasting sections by sound.

| Concepts | A) Teaching Methods<br>B) Learinig Activities |
|---|---|
| **Music-Eighth Year** | |
| Rhythm | A) Review, Drill<br>B) Sight reading of rhythms already learned<br>Writing rhythms as they are heard<br>A) Listening, Discussion<br>B) Isolation of different styles (jazz) studying them through their rhythmic peculiarities. |
| Tone-Choral | A) Listening, Discussion<br>B) Voice qualities are discussed. Class listens to tape of familiar voices, identify the voices, note characteristics which led to identification.<br>Discussion of soprano, alto, tenor, bass voices |
| Tone-Choral | A) Listening, Discussion<br>B) Listening to vocal recordings discussion follows on the different ways the voice was used to interpret the song correctly<br>Performance using these techniques. |
| Tone-Instrumental | Use same techniques as vocal |

| | | |
|---|---|---|
| Resources | A) Printed<br>B) Audio Visual<br>C) People<br>D) Places | Evaluation A) Expected Outcome<br>B) Testing Program |
| Text: Ginn & Co. BK. VIII<br>Making Music Your Own<br>BK. VIII<br>Silver Burdett<br>Records with Silver Burdett series | | A) Through an understanding of rhythm the children can:<br>1. write rhythm patterns<br>2. read the printed score<br>3. recognize variations<br>4. identify rhythms typical of various styles (jazz, popular,) |
| A) Text<br>B) Tape Recorder<br>Records | | A) The children can analyze the speaking voice and singing voice in terms of pitch, quality, intensity and articulation<br>A) Can identify voices and classify them<br>The children can use these characteristics to gain better interpretation. |
| A) Text<br>B) Records | | A) Children can name and identify all of the orchestral instrument and their respective families. |

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|---|---|
| Concepts | A) Teaching Methods<br>B) Learning Activities |
| Melody | A) Listening, Discussion<br>B) Listening to and discus sion of characteristics peculiar to chosen styles (jazz-improvisation, blues)<br><br>A) Memorization, Study<br>B) Music terminology and it's relation to similar English words Performance with special emphasis on these terms<br>A) Performance, Drill<br>B) Exercises in sight reading, pointing out good habits for sight reading<br>A) Performance<br>B) Playing and singing<br>A) Performance<br>B) Singing and playing much beautiful music<br>A) Listening<br>B) Field trips<br>Visiting performers<br>Recordings<br>Listing of musical activities, local concerts, TV, radio |
| Form | B) Analysis of the form-listening<br>A) Study of an opera<br>B) Plot, characters, libretto<br>Discussion as to how opera combines literature, drama, dance, music<br>Study of musical form within the opera(overature, aria)<br>A) Selected listening of vocal and instrumental forms, with brief discussion of form of selection. |

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|---|---|---|
| | A) Printed<br>B) Audio Visual | |
| Resources | C) People | Evaluation |
| | D) Places | |
| A) text<br>B) Records<br>D) Field trips | | A) The children are aware of how melody is used in the different styles, and in a variety of ethnic music.<br>Gain a knowledge of terminology that applies to the correct interpretation of melody<br>B) Written tests |
| A) Text<br>C) Band<br>Choir | | A) The children gain in their ability to read at sight:<br>1. can follow the score while listening<br>2. can sight sing simple 3 or 4 part songs<br>3. can sing and play chord progressions |
| C) Band<br>Choir | | A) Through an expanded repertoire of good music for performance and listening the children show:<br>1. a desire to sing or play in special groups<br>2. an interest in creating their own record library<br>3. more and more impromptu discussion of music they have heard and performed. |
| B) Records<br>D) Field trips | | |
| B) Records | | A) Through a review of form and the introduction of new and larger forms the childen:<br>1. increase their ability to recognize form by listening<br>2. realize the dramatic effectiveness of works that combine several art forms<br>3. gain a wide acquaintance and appreciation of many orchestral and vocal forms. |

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|---|---|
| Concepts | A) Teaching Methods<br>B) Learning Activities |
| Style | A) Listening, cmmparison<br>B) Listen to two or more renditions of same selection by different performers, then compare individual styles of interpretation<br>Determine the characteristics of Baroque, classical, Romantic and contemporary choral and instrumental styles<br>A) Listening, Study<br>B) Trace the development of American musical theatre from minstrel show to present day Broadway musical. |
| History | A) Listening, Study<br>B) Study of composers, their music, their lines.<br>A) Unit of work connecting period of American history and how events at this time influenced American music<br>A) Creative work<br>B) Performance of folk dances<br>Creating dances |

| | | | |
|---|---|---|---|
| | A) Printed<br>B) Audio Visual<br>C) People<br>D) Places | | A) Expected Outcome<br>B) Testing Program |
| Resources | | Evaluation | |
| B) Records | | A) The children become aware of a variety of singing and performing styles and can begin to identify performers through their distinctive styles<br>They recognize the tools a performer or composer has to aid interpretatio<br>Through listening can place a selection in it's appropriate era.<br>The children recognize jazz as a style of performance, not a body of music<br>The children can understand how styles of popular music become more sophisticated as they evolve. | |
| A) Text | | | |
| A) Text | | | |
| A) Text | | A) Through an integrated approach the children:<br>1. comprehend how music and other arts were influenced by the social climate<br>2. can identify nationalistic characteristics in music<br>3. can associate historical events and figures with music<br>4. can understand cust and other facets of life in other countries. | |
| C) Team approach with classroom teachers. | | B) Written test<br>Discussion<br>Notebooks<br>Written reports<br>Creative work | |